**MAC II - Missouri's
English Language Learning
Assessment**

*2006
Test Coordinator's Manual*

http://dese.mo.gov/divimprove/fedprog/discretionarygrants/bilingual-esol/

How to use this manual. This manual is designed to be used by Test Coordinators—at both the school and district level—for the Missouri English Language Learning Assessment during the 2006 assessment cycle. Test Coordinators should read through this manual once to become familiar with its contents, then use it as a reference tool throughout the assessment process. Pages 9 and 12-16 are meant for multiple-copy reproduction.
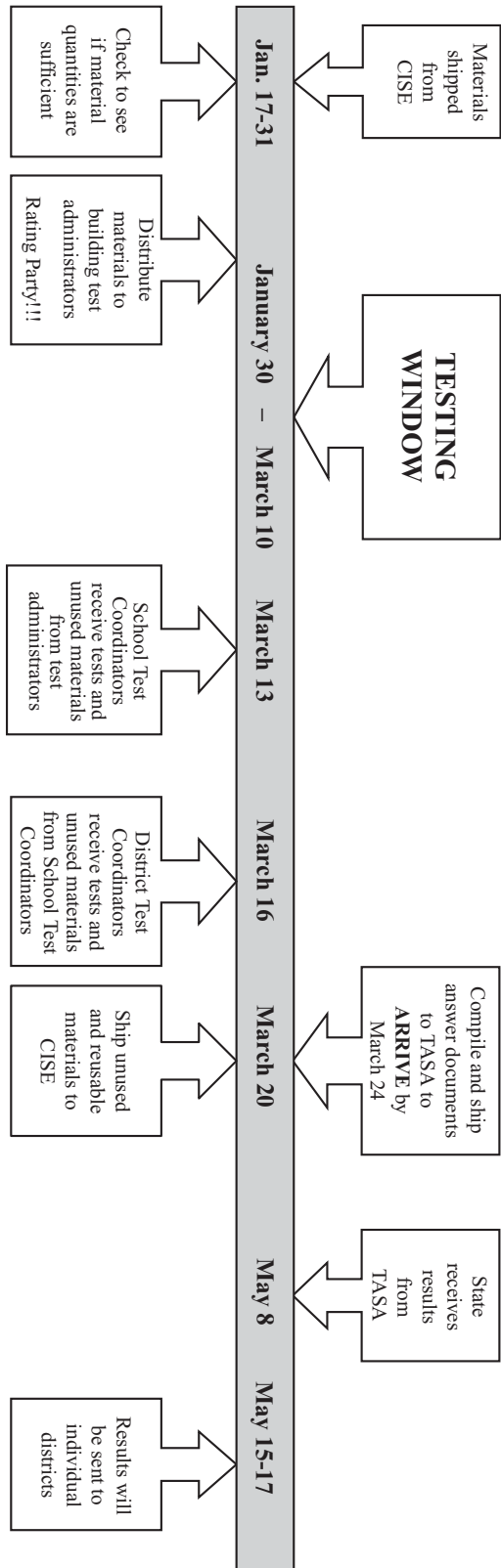
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Assessment Overview & Calendar

What: The annual Missouri English Language Learning Assessment

When: The testing window is January 30 through March 10, 2006.

Who: All identified ELL students are required to take the Missouri English Language Learning Assessment (MAC II) at the session following their enrollment in a Missouri school. No ELL students will be exempted from taking the Assessment. Districts will continue to give the students the Assessment until they have completed all of the district's ELL exit requirements and the required two years of monitoring. Districts are not required to assess students identified after January 30, 2006.

Why: This assessment is mandated by the No Child Left Behind Act of 2001.

The State of Missouri is using the MAC II Test of English Language Proficiency as its assessment of English Language Learning. The test measures proficiency in speaking, listening, reading, writing, and comprehension. (The comprehension score is based on portions of the Listening and Reading sections.)

Key Dates

January 9 - 20	Regional training sessions
January 17 - 31	Test materials shipped to districts by CISE
January 30 - March 10	Testing window
March 13	Deadline for Test Administrators to return scoring envelopes and extra materials to School Test Coordinator
March 16	Deadline for School Test Coordinators to return scoring envelopes and extra materials to District Test Coordinator
March 20	Deadline for District Test Coordinator to ship scoring envelopes to TASA Scoring Services (must be received by 3/24)
March 20	Deadline for District Test Coordinators to return test materials to CISE
May 8	Score reports sent to State
May 15 - 17	Score reports mailed to districts from CISE

MAC II Timeline

Date	Event
Jan. 17-31	Materials shipped from CISE → Check to see if material quantities are sufficient
January 30 – March 10	TESTING WINDOW → Distribute materials to building test administrators / Rating Party!!!
March 13	School Test Coordinators receive tests and unused materials from test administrators
March 16	District Test Coordinators receive tests and unused materials from School Test Coordinators
March 20	Compile and ship answer documents to TASA to ARRIVE by March 24 → Ship unused and reusable materials to CISE
May 8	State receives results from TASA
May 15-17	Results will be sent to individual districts

Contact Information

Teachers and other test adminstrators should take their MELL Assessment questions to the School Test Coordinator. The School Coordinator should take his or her questions to the District Coordinator. The District Coordinator can contact the agencies listed below.

Contacts

To request additional test materials	Pam Myers, CISE myersp@missouri.edu (573) 882-0798
For questions relating to test administration	mac@tasa.com
For questions about packing & shipping answer documents to TASA Scoring Services	TASA Scoring Services (877) 776-8776
After testing, return answer documents to:	TASA Scoring Services 4 Hardscrabble Heights Brewster, NY 10509-0382
After testing, return all unused and reusable test materials (including administration manuals) to:	CISE Att: MELL Assessment Coordinator 3 London Hall Columbia, MO 65211

Changes for 2006

The MAC II Missouri English Language Learning Assessment was first administered in 2003, so many teachers and test coordinators are already familiar with the test. You should be aware, however, of certain changes that have been implemented for 2006.

- **Alternate Forms**. In 2006, the MELL Assessment will consist of the alternate MAC II A forms (A1, A2, A3, A4 and A5). Last year, the B forms were used. Make sure that no leftover B series materials are used, including administration manuals, pictures booklets, and writing forms. (If you find any B materials stored in your district, return them to the MELL Assessment Coordinator at CISE. See page 5 for address.)

- **Answer Sheets.** All answer sheets (for grades 4-12) should say: "2006 MELL Assessment." No answer sheets from 2005 may be used. The answer sheets have the MELL Student Identification Sheet on the front, and the MAC II response bubbles on the reverse.

- **Training CD**. There are new 2006 MELL Training CDs. These are designed to be used during teacher training at the school or district level.

- **MOSIS State ID Number**. The MOSIS State ID Number will be used to identify students taking the MAC II this year. <u>DO NOT</u> use a district-created local ID number. Only use the MOSIS State ID Number assigned to that student.

Overview of Test Materials and Administration Times

Test Levels. The MAC II has 5 color-coded levels, with alternate forms for each level. In 2006, Missouri will be using the A forms. (In 2005, the B forms were used.) Because of this, <u>no test materials from last year can be used for 2006 testing</u>. Students must be tested with the form that corresponds to their grade level. No off-level testing is permitted for the MELL Assessment.

2006 Test Forms by Grade

Grade	K-1	2-3	4-5	6-8	9-12
Level	Red	Blue	Orange	Ivory	Tan
Test Form	A1	A2	A3	A4	A5

Test Materials. For the Red and Blue levels, teachers will need an administration manual and a pictures booklet, plus 1 machine-scorable test booklet for each student. These machine-scorable test booklets should say "2006 MELL Assessment" on the cover. For the Orange, Ivory, and Tan levels, teachers will need an administration manual plus 1 test booklet, 1 writing form, and 1 answer sheet for each student. (Note: The Student Identification Sheet appears on the front of the answer sheet.) Teachers will need an extra copy of each of the student materials for demonstration purposes.

Time Needed for Testing. Administration time varies with test level, and is summarized in the chart below. The Speaking, Listening, Reading, and Writing Tests can be administered in separate sessions. Note that the Speaking Test is individually administered at all levels. The entire Red Level Test is individually administered (although the Writing Test may be group administered in first grade).

Average Test Administration Times (in minutes)

Level	Grades	Speaking	Listening	Reading	Writing
Red	K-1	4	6	10	5
Blue	2-3	5	20	35	15
Orange	4-5	6	30	45	40
Ivory	6-8	6	30	50	40
Tan	9-12	6	30	50	45
Note: Gray areas represent minutes per student, not minutes per group.					

District Test Coordinator's Checklist

BEFORE TESTING:

❑ **Receive assessment materials.**

You will receive MAC II test materials, Scoring Services envelopes, and a Test Coordinator's Envelope from CISE. These materials will be shipped to districts January 17-31.

❑ **Review materials to make sure you have sufficient quantities to test all students.**

To make sure you have the appropriate forms in sufficient quantities for all eligible ELL students in your district, complete a Distribution Tables sheet (page 9) for each school in your district. Photocopy the completed sheets. Put the bar-coded district labels in a safe place. You will need these labels for shipping answer documents to TASA Scoring Services. If you have not received bar-coded labels, or if you need additional materials, contact Pam Myers at CISE (573) 882-0798 or e-mail myersp@missouri.edu.

❑ **Distribute materials to School Test Coordinators.**

Each School Coordinator should receive:
- MAC II test materials
- Green Class ID Sheets (1 per class) and Scoring Services envelopes – (1 or 2 per class)
- Copy of the completed Distribution Tables sheet for the school
- Blue School ID Sheet
- Copy of Language Codes List
- Accurate County/District/School Codes
- Test Administrator's Checklist

❑ **Communicate the importance of maintaining test security.**

Make sure all School Coordinators understand the need to keep these test materials secure before, between, and after testing sessions. They should also be aware that there is an answer key (as well as actual test questions) in the administration manuals, so manuals also must be kept in a secure location.

❑ **Inform School Coordinators that the testing window is Jan 30 - March 10, 2006, and that completed answer documents must be returned to the District Test Coordinator by March 16.**

All unused/reusable test materials (including administration manuals) should also be returned to the District Test Coordinator.

AFTER TESTING:

❑ **Receive bundled Scoring Services envelopes from School Coordinators.**

Make sure a completed blue School ID Sheet is on top of each bundle.

❑ **Fill out the (ivory) District ID Sheet.**

This summarizes the information on the School ID Sheets.

❑ **Pack and ship answer documents to TASA Scoring Services by March 20, 2006.**

Follow directions on the District ID Sheet for the return of materials. Do NOT use Styrofoam® in packing. Put a bar-coded district label (provided in the Test Coordinator's Envelope) on each box. <u>Ship via UPS or FedEx</u>. See page 5 for address. The District is responsible for payment of shipping costs.

❑ **Ship all unused and reusable test materials and administration manuals to CISE by March 20.** Ship via UPS or FedEx to MELL Assessment Coordinator. See page 5 for address. The District is responsible for payment of shipping costs.

Distribution Tables for MAC II Test Materials

<u>To be filled out by the District Test Coordinator</u>　　　School:_____

			Grades K-1
K		Red	__ A1 Test Booklets (1 per student + 1 extra for each test admin. for demo) __ A1 Pictures Booklets (1 per 20 LEP students; min. 1 per district) __ A1 Admin. Manuals (1 per 20 LEP students; min. 1 per district) __ Scoring envelopes (2 per class)
1			

			Grades 2-3
2		Blue	__ A2 Test Booklets (1 per student + 1 extra for each test admin. for demo) __ A2 Pictures Booklets (1 per 20 LEP students; min. 1 per district) __ A2 Admin. Manuals (1 per 20 LEP students; min. 1 per district) __ Scoring envelopes (2 per class)
3			

			Grades 4-5
4		Orange	__ A3 Test Booklets (1 per student + 1 extra for each test admin. for demo) __ A3 Writing Forms (1 per student + 1 extra for each test admin. for demo) __ A3 Admin. Manuals (1 per 20 LEP students; min. 1 per district) __ A3 "2006 MELL" answer sheets (1 per student + extras for demo) __ Scoring envelopes (1 per class)
5			

			Grades 6-8
6			__ A4 Test Booklets (1 per student + 1 extra for each test admin. for demo)
7		Ivory	__ A4 Writing Forms (1 per student + 1 extra for each test admin. for demo) __ A4 Admin. Manuals (1 per 20 LEP students; min. 1 per district) __ A4 "2006 MELL" answer sheets (1 per student + extras for demo)
8			__ Scoring envelopes (1 per class)

			Grades 9-12
9			
10		Tan	__ A5 Test Booklets (1 per student + 1 extra for each test admin. for demo) __ A5 Writing Forms (1 per student + 1 extra for each test admin. for demo) __ A5 Admin. Manuals (1 per 20 LEP students; min. 1 per district) __ A5 "2006 MELL" answer sheets (1 per student + extras for demo) __ Scoring envelopes (1 per class)
11			
12			

School Test Coordinator's Checklist

BEFORE TESTING:

❑ **Receive assessment materials.**
You should receive MAC II test materials, Class ID Sheets (1 per class) and Scoring Services envelopes (1 or 2 per class), 1 Distribution Tables sheet, and one blue School ID Sheet from your District Coordinator.

❑ **Check that you have sufficient quantities of test materials.**
Use the Distribution Tables sheet to make sure you have the appropriate materials in sufficient quantities for all eligible ELL students in your school. If you need additional materials, contact your District Coordinator immediately.

❑ **Make copies of the Test Administrator's Checklist and the Language Codes List.**
The Test Administrator's Checklist is found on page 12, and the Language Codes list on page 16. Print enough copies for all teachers who will be administering the test.

❑ **Distribute test materials, Class ID Sheets, Scoring Services envelopes, Test Administrator's Checklists and Language Codes Lists to teachers.**

❑ **Implement procedures to maintain test security.**
Make sure all teachers understand the need to keep these test materials secure before, between, and after testing sessions. They should also be aware that there is an answer key (as well as test questions) in the Administration Manual, so manuals also must be kept in a secure location.

❑ **Plan training for teachers who were unable to attend MELL Assessment Regional Training sessions.**
See Training Test Administrators (page 17) in this manual.

❑ **Schedule testing sessions.**
The testing window for the Missouri ELL Assessment in 2006 is January 30 through March 10. Refer to the chart in this manual (page 7) or in the MAC II administration manuals (page 6) for timing of tests.

AFTER TESTING:

❑ **Collect completed answer documents in Scoring Services envelopes from teachers.**
Check Scoring envelopes for completeness. Make sure that a green Class ID Sheet has been filled out and accompanies each set of answer documents in the Scoring envelopes. Make sure all the information on the Student Identification Sheets has been completed, including accurate county/district/school codes.

❑ **Fill out the blue School ID Sheet.**
Make sure to list any students in grades 4-12 who are missing the Writing Sample.

❑ **Bundle the Scoring Services envelopes with the School ID Sheet on top.**
Tape paper strips around the envelopes to bundle; do not use clips or rubber bands.

❑ **Give the bundled Scoring Services envelopes to the District Coordinator by March 16.**

❑ **Return all unused/reusable test materials to your District Coordinator by March 16.**
Collect all unused/reusable test materials from teachers, and return these to the District Coordinator. This includes administration manuals and pictures booklets, as well as test booklets, writing forms, and answer sheets.

Overall Coordinator's Checklist

(for Districts with a Single Administrator/Coordinator)

BEFORE TESTING:

❑ **Fill out a distribution table for each school you work with (p. 9).**

❑ **Compile test materials and envelopes according to distribution tables.**
If more materials are needed, request them immediately (p. 5).

AFTER TESTING:

❑ **For each class:** *(Test Administrator's Checklist, p. 12)*
Make sure Student Identification/answer sheets are complete (including county/district/school codes. Codes can be found in the Missouri School Directory, from the school principal, or on-line at www.dese.mo.gov/directory). Answer sheets are put inside the students' Writing Forms (4-12) .

Complete the **green** Class ID sheet.

Place each class's completed test forms and Class ID Sheet in the envelope. If two envelopes are needed, please label them (1 of 2, 2 of 2) and place the Class ID Sheet in the envelope marked 1 of 2.

❑ **For each school:** *(School Test Coordinator's Checklist, p. 10)*
Complete the **blue** School ID Sheet, being sure to list students who are missing portions of the test on the back.

Bundle the envelopes with the **blue** ID Sheet on top.

❑ **For the district:** *(District Test Coordinator's Checklist, p. 8)*
Complete the **ivory** District ID Sheet.

Pack as directed on the **ivory** District ID Sheet, placing the bar-coded district label (found in the District Test Coordinator envelope) on the box.

Ship via UPS or FedEx to TASA by March 20, 2006 (address p. 5).

Ship unused/reusable materials via UPS or FedEx to CISE by March 20, 2006 (address p. 5).
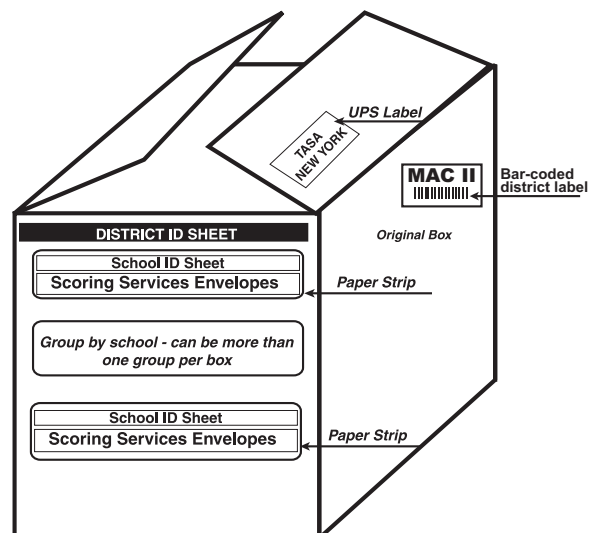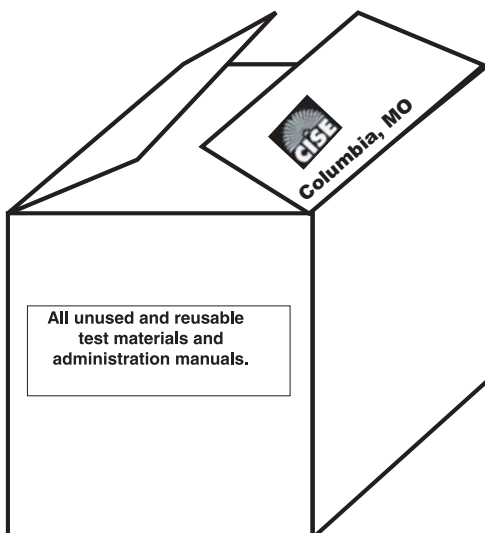
Test Administrator's Checklist

❑ **Receive assessment materials.** Note that this year, Missouri will be using the alternate MAC II A forms. Make sure all the test materials you receive are A forms.

In grades **K-3**, you will need:	In grades **4-12**, you will need:
• 1 Administration Manual per level • 1 Pictures Booklet per level • 1 Test Booklet per student + 1 extra for demo • 2 Scoring Service envelopes per class (or 1 envelope if class is small) • Class ID Sheet (1 per class)	• 1 Administration Manual per level • 1 Test Booklet per student + 1 extra for demo • 1 Writing Form per student + 1 extra for demo • 1 Scoring Service envelope per class (Note: A "class" may not contain multiple grades.) • 1 Answer Sheet per student + 1 extra for demo • Class ID Sheet (1 per class)

❑ **Prepare yourself.**
If you have never administered the test before, read through the Administration Manual to become familiar with the assessment. Read and complete the exercises in the Rater Training booklet, which is available from your Test Coordinator or on the 2006 MELL Training CD.

❑ **Administer the assessment.**
The MELL Assessment window in 2006 is January 30 - March 10. Follow the script and procedures in the Administration Manual. (Note that the Reading and Writing portions of the assessment are *not* optional in kindergarten, even though the Manual indicates they are. The entire battery —Speaking, Listening, Reading, and Writing—must be administered to all grades to fulfill federal requirements.) Do not score the Writing Sample; only rate the Speaking items.

❑ **Grades K-3:** Complete the MELL Student Identification Sheet on the back page of the test booklet. If you have not received the Student Information Sheet instructions, Student Status Definitions, and Language Codes List from your Test Coordinator, request them.

❑ **Grades 4-12:** After students take the Writing Test, have them put their answer sheets inside their Writing Forms before handing them in. Check and complete the student information on the front of each student's answer sheet. If you have not received the Student Identification Sheet instructions, Student Status Definitions, and Language Codes List from your Test Coordinator, request them.

❑ **Check answer documents for completeness.**
Make sure all bubbles have been filled in completely. Make a note of any students (gr. 4-12) for whom you do not have both an answer sheet <u>and</u> a writing form. Communicate this information to the School Coordinator.

❑ **Complete one Class ID Sheet (green MAC II Identification Sheet) per class.**
Note that students from different grades cannot be combined into a single "class." They must be treated as separate classes for scoring and reporting purposes.

❑ **Place all completed answer documents in the Scoring Service envelopes with the green Class ID Sheet.** School information should show through the window.
<u>Grades K-3</u>: The machine-scorable booklets from a single class often will not fit into a single envelope. In this case, use multiple envelopes for the class, and mark them on the outside ("1 of 2," "2 of 2," and the class name).
<u>Grades 4-12</u>: Each student's answer sheet should be inside his/her writing form.

❑ **Give the Scoring Service envelope(s) to the School Test Coordinator.** Deadline: March 13.

❑ **Give all unused/reusable assessment materials to the School Test Coordinator.** This includes administration manuals and picture booklets, as well as test booklets, writing forms, and leftover answer sheets. Deadline: March 13.

Instructions for the 2006 MELL Assessment Student Identification Sheet

This page will provide detailed instruction for completing the *STUDENT IDENTIFICATION SHEET* for each level of the MAC II.

1. **STUDENT'S NAME:** Print the last name, first name, and middle initial in the spaces provided. If there are not enough spaces for each part of the name, print only as many letters as there are spaces. Fill in the appropriate circle below each letter. If the letter space is blank, fill in the empty circle at the top of the column under that letter space.

2. **GRADE:** Fill in the circle for the student's current grade.

3. **BIRTH DATE:** Fill in the appropriate circles in each column for the month, day, and year of birth. If a birth day is a single digit, be sure to fill in the first ZERO circle in the Day column.

4. **DISTRICT, SCHOOL, TEACHER/CLASS:** Print the district, school, teacher, and names in the appropriate boxes. The school and district names should be written as listed in the Missouri School Directory.

5. **NATIVE LANGUAGE:** Use the language codes in the chart on page 16 for filling out the 2006 MELL Assessment Student Identification Sheet. The three-digit language code should be printed and bubbled in Box 5.

6. **GENDER:** Fill in the circle for F or M.

7. **MOSIS STATE ID NUMBER:** Fill in the student's MOSIS State ID number. **DO NOT** use a district-created local ID number. Only use the MOSIS State ID number assigned to that student.

8. **COUNTY / DISTRICT / SCHOOL CODE OF ATTENDANCE:** Fill in the students' county / district / school codes where they are attending ESL classes. Codes can be found in the Missouri School Directory, from the building principal or on-line at www.dese.mo.gov/directory. DO NOT use a locally developed school code.

9. **COUNTY / DISTRICT / SCHOOL CODE OF RESIDENCE:** Fill in the student's county / district / school codes for the geographic attendance area where the student resides. This code will only be different from the "county/district/school code of attendance" if the district transports the student to an "ESL" or "newcomers center" for ESL instruction. Please record the codes even if it duplicates Box 8.

STUDENT STATUS: Fill in the appropriate circles for Student Status. Fill in all that apply. Use the *2006 MAC II STUDENT STATUS DEFINITIONS* on page 14 for filling out the 2006 MELL Assessment Student Identification Sheet.

SPECIAL EDUCATION INSTRUCTION: Fill in the appropriate circle for Special Education Instruction. Indicate the amount of instruction received daily. Be sure to mark only one circle.

RACE/ETHNICITY: Fill in the circle for RACE/ETHNICITY. The RACE/ETHNICITY choice must match the RACE/ETHNICITY choice provided to DESE in the September CORE DATA enrollment information.

Student Status Definitions

Gifted

A gifted student is any student who has been identified for and/or has participated in the district's formal gifted program.

H. S. Career Education

This designation is for all students in Grades 9-12 who have completed or are currently taking a career education course **approved** by the Department of Elementary and Secondary Education Division of Career Education. Career Education courses **must** be from one of the following program areas: Agriculture, Business Education, Health Sciences, Marketing, Cooperative Education, Trade and Industrial Education, or Family and Consumer Sciences. Only the following H.S. Business Education courses are approvable: Banking and Financial Services, Accounting I and II, Business Technology, Microcomputer, Business Applications, E-Business, Desktop Publishing, Network Administration, Multimedia, Computer Programming, and Supervised Business Experience. Technology Education courses and all other Business Education courses should **not** be included.

Approved career education courses may be taken either at the student's home high school or at an area career center. A report of each district's approved career education programs can be viewed by accessing the Core Data web application system and selecting Approved Course from the Special Reports section of the Report Menu. The Core Data web applications system can be accessed by visiting: https://k12apps.dese.mo.gov/webapps/logon.asp.

A copy of this report should be provided to the appropriate test administrator to be shared with students or district personnel completing the H.S. Career Education designation indicator to ensure only those students who have taken or completed an approved career education course(s) are reported.

For questions regarding approved courses contact the Division of Career Education at (573) 751-3500.

IAP (504)

An IAP (504) student is an Individual Accommodation Plan (IAP) student who is identified as disabled under Section 504 of the 1973 Rehabilitation Act and **not** under the Individuals with Disabilities Education Act (IDEA). An IAP (504) student does not have an Individualized Education Program (IEP).

IEP

An Individualized Education Program (IEP) student is a student who is eligible under IDEA and has an (IEP).

In Building Less Than a Year

A student is considered in a building less than a year if that student was not part of the September enrollment (last Wednesday in September) for that school year.

In District Less Than a Year

A student is considered in district less than a year if that student was not part of the September enrollment (last Wednesday of September) for that school year.

ELL (In the USA Less Than a Year)

This is a designation for ELL students who are in their first year of enrollment in a United States school at the time the MAP assessments are given.

ELL (In the USA Less Than Three Years)

This is a designation for English Language Learner (ELL) students (receiving services or not receiving services) in their first, second, or third full academic year in the United States. The district is required to test these students.

(CONTINUED)

ELL (Monitoring)

This is a designation for students whose native languages are other than English and who are from other countries or whose home environments include languages other than English. Their English language proficiency is comparable to grade and age peers. These students do **not** receive differentiated instruction to address their English language proficiency but should still be designated as ELL. The district is monitoring the academic success of these students for two years after they have stopped differentiated instruction to address English language proficiency. The district is required to test these students.

ELL (Receiving Services)

This is a designation for students whose native languages are other than English and who are from other countries or whose home environments include languages other than English. Their English language proficiency is below that of grade and age peers. These students receive differentiated instruction to address their English language proficiency. The district is required to test these students.

MAP Alternate (MAP-A)

A MAP-A student is one whose IEP team has determined that the student is eligible for the MAP Alternate (MAP-A) Assessment. The IEP team makes this determination based on five eligibility criteria (www.dese.mo.gov/divimprove/assess/MAP_A/Eligibility_Worksheet_2005.pdf). The MAP-A is submitted in the same grade levels as the content area assessments. A blank test booklet should be submitted for each MAP-A eligible student at the appropriate grade level and content area assessed by MAP.

Migrant

A Migrant is a student who has moved across school district boundaries within the preceding 36 months to seek or obtain (or to accompany or join a parent, spouse, or guardian who is seeking to obtain) temporary, seasonal employment in agriculture or fishing, or to work in a beef, poultry, or pork processing plant.

SES

This identifies students approved for free/reduced-price meals.

Title I

This identifies a student who is receiving Title I services in a targeted assistance program. **All** students in a Title I school-wide program should be designated as Title I. If the school building does **not** receive Title I funds, **none** of the students in that school building should be designated as Title I.

Voluntary Transfer (VTS)

This identifies a student who is residing in the St. Louis City School District but who voluntarily enrolls in a St. Louis County School District.

Language Codes List

Use the language codes in the chart below for filling out the 2006 MELL Assessment Student Identification Sheet. The three-digit language code should be printed and bubbled in <u>Box 5</u> labeled Native Language.

Afghan	001	Gujarati	032	Pilipino	063
African Tribal	002	Haitian	033	Pohnpeian	064
Afrikaan	003	Haitian Creole	034	Polish	065
Albanian	004	Hausa	035	Portuguese	066
Amharic	005	Hebrew	036	Punjabi	067
Arabic	006	Hindi	037	Romanian	068
Armenian	007	Hungarian	038	Russian	069
Azeri	008	Ibibio	039	Rwandan	070
Bengali	009	India	040	Samoan	071
Bosnian	010	Indonesian	041	Scottish	072
Bosnian/Croatia/Serbian	011	Italian	042	Sinhalese	073
Bulgarian	012	Japanese	043	Slovak	074
Burmese	013	Khmer	044	Somali	075
Cambodian	014	Korean	045	Spanish	076
Cantonese	015	Kurdish	046	Sudanese	077
Cebu-ano	016	Laotian	047	Swahili	078
Chinese	017	Latvian	048	Swedish	079
Cibuerno	018	Liberian Kreole	049	Tagalog	080
Croatia	019	Lithuanian	050	Tamil	081
Czech	020	Macedonian	051	Telugu	082
Danish	021	Malay	052	Thai	083
Dinka	022	Mandarin	053	Tigrinya	084
Dutch	023	Marathi	054	Trukese	085
Eritrean	024	Marshall Islands	055	Turk	086
Ethiopian	025	Micronesia	056	Ukrainian	087
Farsi	026	Mongolia	057	Urdu	088
Filipino	027	Nepalese	058	Uzbek	089
Finnish	028	Nigerian	059	Vietnamese	090
French	029	Pacific Island	060	Yoruba	091
German	030	Pakistani	061	Zambia	092
Greek	031	Persian	062	Other	093

Training Test Administrators

The Test Coordinator should go over the following points with all teachers who will be involved in administering the MELL Assessment.

- **The what, when, who, and why of the assessment.**
  See page 3.

- **The test administrator's responsibilities.**
  Hand out copies of the Test Administrator's Checklist (from page 12), and go over it point by point.

- **Test security issues.**
  Explain that teachers are responsible for keeping all test materials secure before, during, and after testing, until the materials are returned to the Test Coordinator. Emphasize that this includes the administration manual, which contains the key as well as actual test items.

- **Changes for 2006.**
  See page 6. Go over each of these points. Emphasize that the alternate A forms are being used this year and that no leftover B materials can be used. (If any leftover B materials are found, they should be given to the District Test Coordinator to return to CISE.)

- **Language Codes List.**
  Hand out a 2006 Language Codes List to all test administrators for filling in the Native Language field on the 2006 MELL Student Identification Sheet.

- **For New Teachers: How to administer the test.**
  New teachers should watch the appropriate slide show on a computer equipped with a sound card and speakers. Then discuss any questions teachers may have. The two slide shows are: *Administering the MAC II 2006 MELL Assessment (Grades K-3)* [runtime: about 32 minutes] and *Administering the MAC II 2006 MELL Assessment (Grades 4-12)* [runtime: about 25 minutes]. These are on the Training CD.

- **Rater training.**
  Print out copies of the appropriate (K-3 or 4-12) Rater Training booklet for Speaking items. Have all teachers who are new to the test complete the Rater Training exercises before giving the test for the first time. Pdf files of the Rater Training booklet are on the Training CD, or the pdf files can be downloaded from the DESE website (www.dese.mo.gov/divimprove/fedprog/index.html).

Score Interpretation

The MAC II produces a number of different results, which can be used to inform decisions about English Language Learners. A Score Interpretation Guide will be provided this year along with score reports. Some of the information that will be provided in that Guide is summarized below.

MAC II Test Scores		
Test Score	**Definition**	**Use**
Raw Score	Number of correct answers on multiple-choice items plus the number of points on open-ended items. Raw scores must be converted to scale scores.	Of limited use but can be used to inform instruction (identify student strengths and weaknesses).
Scale (Standard) Score	Represents performance within a level (R, B, O, I, or T) and can be used to compare performance on alternate forms. Cannot currently be used to compare across levels (e.g., comparing performance on Orange and Ivory). Scale scores are reported for each language domain (S, L, R, W) as well as for Comprehension (L & R) and for the Total Battery. DRP® (Degrees of Reading Power®) scores are a type of scale score that represents the text a student (gr. 4-12) can read at the Instructional level.	Can be used to make comparisons (with restrictions). For further interpretation, can be converted to ECLs or Percentile Ranks. DRP scale scores can be used to assess a student's progress in reading and to select materials within a student's ability.
English Competency Level (ECL)	Provides a holistic estimate of the student's English proficiency in each of the language domains (S, L, R, W). ECLs characterize students' capabilities with reference both to the demands of the test and to general expectations of performance at each level.	Provides a qualitative summary of student proficiency in each language domain. Can be used for placement, measuring progress, and for exit.
Percentile Rank	The percentile rank of a given score indicates the percentage of students from a reference group obtaining scores at or below that score. This year, test results will include national percentile ranks (NPR) comparing student performance to a national sample and Missouri percentile ranks (MO-PR) comparing performance to other Missouri students.	Percentile ranks do not represent a student's ability directly; they represent the student's standing relative to those in the comparison group. PRs can be useful for gauging status but should not be used to infer absolute proficiency or to measure growth.

Using MAC II Test Scores	
Purpose	**Test Results to Use**
Placement	English Competency Levels are useful in making placement decisions.
Informing Instruction	English Competency Levels provide an indication of strengths and weaknesses across the language domains. DRP scores (gr. 4-12) can be used to adjust instruction to the reading ability of students and to select materials appropriate to reading ability.
Measuring Progress	Progress in overall proficiency can be measured with Total Battery Standard Score (with restrictions in comparing across levels). Language domain Standard Scores and English Competency Levels can be used to measure progress within a language domain. DRP scores can be used (without restrictions in level) to measure progress in reading comprehension.
Exit Decision	Total Battery Standard Scores, as a measure of overall proficiency, should figure into the exit decision. English Competency Levels can also be considered (e.g., in addition to meeting some overall proficiency criterion, students must meet some minimum criterion within each language domain). DRP scores can also be used to inform exit decision. Setting a DRP criterion would ensure that students can read and understand text at a specified level prior to exit.